



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

GERMAN IDEALS REVEALED IN CRITICISMS OF AMERICAN EDUCATION

By L. A. WILLIAMS
The University of North Carolina

Since August, 1914, contributions have been made from many sources which have added materially to the world's store of information about German ideals in education, in politics, in philosophy, in diplomacy, in statesmanship. Previous to that eventful date the world had ambled along in the thought that while the German nation had its peculiarities and its eccentricities, noticeable and striking enough, to be sure, yet in the main the German people were much like other human beings, not much better and certainly not much worse. That part of the intellectual world interested in the observation and study of Germany read much of German writings and treatises and found the material both stimulating and interesting but never for a moment thought of it as propaganda.

For the spread of these German tenets the columns of the press, the pages of the magazines, the editorial rooms of the publishing houses, and the doors of public forums, were open at all times as for all other reasonable tenets. One is at least surprised therefore, to find that even official documents and reports of the United States Government have been utilized as a medium through which to extend distinctly German ideals and theories of government. To be sure, it is very possible that such use may have been inadvertent and unconscious; yet, in the light of recent developments, it is not at all inconceivable that the employment of such a medium may have been deliberately planned by agents of the German government.

However, the chief interest in the documents, to which reference will later be made, is not in whether they are parts of a deliberate plan to spread distinctly German ideals among our people: the interest is rather in the light they throw on the question as to what the German ideals are which the Kaiser and his advisers are now trying to force down the throat of a war-worn world. Just how does the well-educated and thoughtful German think about questions of politics, education, commerce, etc? What sort of "mind-stuff" does the representative upper-class German have with which to interpret observations? These are questions about which the whole world is thinking today and which must be taken into account as one tries to understand the German attitude toward the rest of the world.

When the World's Columbian Exposition was held in Chicago during the year 1893 the International Educational Congress was held in connection with the

Fair under the auspices of the National Educational Association. To this meeting came delegates from Germany, Austria, and Switzerland who not only spent much time observing the educational exhibits at the fair, but some of them spent several months in personal visitation of many large city systems of the United States, and also in a careful study of many state systems the better to report to their several governments upon the conditions and results of education in the United States.

Among the German delegates were Prof. Emil Hausknecht, Principal of second city Realschule in Berlin; Dr. E. Schlee, Director of the Real Gymnasium in Altona, near Hamburg; Dr. Stephen Waetzoldt, Principal of Elizabeth School, Professor of Romanic Languages and Literatures in the University of Berlin, and chief commissioner of the German educational exhibit in Chicago. Upon their return to Germany the first two published the report of their observations in the annual catalogue of their schools. Dr. Waetzoldt embodied the results of his observation in a series of lectures delivered before the Teachers' Association in Berlin. These reports and lectures are given in the English version in Volume I of the Report of the United States Commissioner of Education for 1892-93, pp. 521-583.

On the whole the criticisms offered in these papers are very fair. The gentlemen in question very readily selected the outstanding features of American education and presented them very clearly to their people. In all details, however, the reports are not absolutely correct, but this is to be expected, since the period of investigation was so very short and the opportunities for observation so limited. The articles make very interesting reading after twenty-five years have passed both because they let us see ourselves as others saw us a quarter of a century ago and because they set forth certain German ideals of this same period and offer an opportunity for comparison of these ideals with present day revelations of German thought and policy. While a review of the criticisms relating to the former point might be engaging as well as profitable, the timeliness of the latter point makes it more worthy of immediate consideration.

In several places throughout the documents appears the sentiment that American education is dominated by English ideals (which was and is doubtless true enough), and the implication is made in one place at least that a larger injection of Germanism would materially strengthen the system. Says Dr. Schlee about the English influence: "On the whole, the American system of education still bears an English character, in its school organization as well as in management

and methods of instruction."¹ Later on as he discusses the question of the place of the German language in the American schools, Dr. Schlee writes: "The culture of the German language in school and church serves only temporarily for the best individualities of German systems by which life in America is influenced, to its advantage of course."²

Nor could the learned gentlemen reconcile themselves to the small share of time devoted in American schools at that time to the teaching of the German language. In fact Dr. Schlee has a considerable argument to show that German as a school subject is unfairly treated.³ Prof. Waetzoldt very bitingly remarks to his audience of Berlin teachers: "German is taught only in localities where there are a good many Germans, and then under a separate superintendent; lately, the Irish majority in the city councils has suppressed this superfluity."⁴ Official Germany seems to have become more adept since this time in the art of handling Irish politicians!

No doubt even this neglect of the German language could have been passed over in silence if only the American colleges had not emphasized the teaching of a romance language. In particular, the prominence given to Spanish astonishes, not to say alarms Professor Hausknecht, who reports: "The fact that in the courses of study in colleges such ample opportunity for the study of the Spanish language is given appears curious to us Germans. Though the well-established relations between the Union and the Latin-American States might explain it, it is reasonable to suppose that the recent popularity of Spanish as a study stands in close connection with Pan-American desires and aspirations to crowd out European nations, especially Germany, from commerce in South America. Looked at from a purely commercial standpoint, the study of Spanish has for the Germans, at present, a prominent importance. Thorough acquaintance with Spanish is fully as important to us as a knowledge of French."⁵ Apparently Herr Zimmermann had profited by this or similar advice but had failed to take up also a study of Spanish psychology, he having used the German variety which has proven so eminently defective as a translation of human thought and motives except when applied to the Teutonic mind.

All through these quotations so far made one is immediately impressed by the extreme sensitiveness and jealousy for the German language and the German nation. Because German was taught only where there was a particular demand for it, therefore, the politicians

were discriminating against German. Because considerable opportunity was offered in the colleges to learn Spanish, therefore, Pan-Americanism was acting with particular malevolence toward Germany. Uncomfortable indeed must be that people who are so self-important as to feel that all other peoples are deliberately plotting against them and their progress. Practically all the world today is arrayed against Germany but not because she was going along the even tenor of her ways in peaceful pursuits, but because—the rascal among nations that she is—she had tried to make it impossible for any other nation to act except at German dictation.

During the early months of this war America was looked upon by Germany as a nation money-mad, seeking only to enrich itself at the expense of the nations at war. The foregoing quotations suggest the indirect ways by which Germany's "mind-stuff" about America had been built up. An illustration of the more direct method is found in the words of Dr. Schlee. "The report of the Commissioner of Education remarks somewhere that an educational atmosphere prevails in all Germany; so we might say that a business atmosphere prevails throughout America, as far as the men are concerned. Acquisitiveness and a spirit of enterprise in a boy are encouraged from the very beginning by education and example."⁶

Prof. Waetzoldt also sees America a money-grabbing nation and makes the system of education largely responsible for it. "Erudition, if not turned to practical account, is not much thought of. The aim of the public schools above all things, is to educate practical men, competent to fill the great vacant spaces still existing, increase opulence, and work together in the business interests that engage the minds of all intellectual men."⁷ Is it to be wondered at, therefore, when so great one-sided emphasis is placed upon America's interest in business and commerce by delegates reporting officially to their government that the nation should be judged as a Shylock? Admitted that such reports are not the only sources of supply for the German opinion of the United States, they are, nevertheless, distinctly contributing causes.

Above all else, however, these emissaries of German "Kultur" could not accustom themselves to the very extreme view of personal freedom and individual liberty which they found exemplified at so many points in American education. They gave expression to their astonishment at several different places in their reports and observed the same unusual phenomena from a number of angles. For instance, they

¹ Report U. S. Com. Edu., 1892-93, I, p. 534.

² *Ibid.*, p. 537.

³ cf. Rep. U. S. Com. Edu., 1892-93, I, p. 537.

⁴ *Ibid.*, p. 564.

⁵ *Ibid.*, p. 529.

⁶ Report of U. S. Commissioner of Education, 1892-93, I, p. 545.

⁷ Rep. U. S. Com. of Edu., 1892-93, I, p. 560.

had much to say about coeducation in America, and Prof. Hausknecht, writing on this point, said: "Coeducation is possible, however, in America more than in Germany or elsewhere, because custom and education have given to the girls and the women greater freedom and determination in their manners and appearance, and have also given them strong protection against encroachment and improprieties."⁸ They might have mentioned also the fact that American education develops within her men a respect for womanhood and a zeal for her protection which will not tolerate, much less sanction, barbarian atrocities and indignities toward mothers of men even in warfare.

Still another peculiarity in the organization and management of American schools was so foreign to German ideals as to have caused Dr. Waetzoldt to report: "It is an excellent arrangement that anyone professionally interested can unceremoniously enter American schools at any time. 'We have nothing to conceal and are always ready to learn from you,' was said to me."⁹ To a people who do have much to conceal and whose method of procedure is persistently secretive, not to say underhanded and sly, no doubt such simple open-mindedness as revealed by the American school teachers can be little short of folly.

The same American spirit of individual freedom they found manifested in the methods used in the schools. To quote Dr. Waetzoldt again: "American teachers are of the opinion that our method (of teaching) keeps the pupil constantly dependent and gives him too little chance for self-activity. Their purpose is to let him do as much work as he can by himself. The teacher must only supplement, help, steer, or direct, and in so doing interfere as little as possible with the independence of his pupil."¹⁰ Prof. Hausknecht observed the same characteristic in the breadth of view allowed the high school pupils through extensive readings outside the set assignment and likewise ascribed it to the American desire to educate for self-activity and independence, a motive shared by both American and English schools.¹¹

It is to be expected that the American form of school discipline, therefore, was very unsatisfactory to them. To quote Dr. Schlee on this point: "Discipline is not so strict as in Germany: formerly corporal punishment was in vogue, but it is now generally forbidden. Incarceration does not seem to be customary. (!) Where admonition fails, the only means employed are suspension from school or transfer to another school."¹² How very puerile, how lacking in virility,

how insipid and tasteless such a procedure must have been to men accustomed to immediate and unquestioned obedience or immediate and unquestioned disgrace if not death. Is it any wonder that the gentlemanly treatment accorded the government of these men by the school-teacher President of the United States was not only not appreciated but was even flouted and sneered at by the red-fanged wolf of the North! According to the German ideal such a thing as gentlemanliness and consideration of excuses are not only folly and imprudence, they are sure and positive indications of weakness and incapacity.

It is also interesting in this connection to note with what images the German mind does its thinking. As a summary paragraph to his report Dr. Schlee wrote: "The public school system of the United States is a vigorous institution, which during its short existence has grown to its fullest possible extent; but its inner development has not kept pace with its exterior. It resembles a young and numerous army not wanting in warriors and excellent generals, but lacking a requisite number of reliable commissioned and non-commissioned officers and well-trained drillmasters."¹³

Who but a militarist would ever conceive a public school system in terms of an army of soldiers! But of course if children are the property of the state and educated by it to be used chiefly for cannon fodder, then the military figure of speech at once suggests itself, and such is the "mind-stuff" of the German.

Finally, the key to the whole German attitude of mind is found in a paragraph from the report of Prof. Hausknecht. The whole American viewpoint lacks system, order, specific direction. There is no strict execution of orders emanating from one supreme and divine authority. "We need not wonder that things sometimes are placed topsy-turvy in a country the people of which create everything through their own power and out of themselves, and it must be borne in mind that in the peculiar development of its conditions it lacks a centralized government, one that thinks for all, and guides the people even in questions of detail. . . ."¹⁴ How very unfortunate indeed! How much nobler an attitude toward honor, justice, regard for truth, and the other great moral virtues has been generated in the country of these gentlemen where the government does do the thinking for its people.

How familiar such utterances are and how they ring with the tones of the Kaiser, Von Tirpitz, Bernhardi, von Hindenberg, *et als.* From the beginning to end Imperialism, authority, might, espionage, disregard for women, suspicion, jealousy, egotism, are evident and clearly were as much a part of the Ger-

⁸ *Ibid.*, p. 525.

⁹ Rep. U. S. Com. of Edu., 1892-93, I, p. 567.

¹⁰ *Ibid.*, p. 557.

¹¹ *Ibid.*, p. 529.

¹² Rep. U. S. Com. of Edu., 1892-93, I, p. 540.

¹³ *Ibid.*, p. 547.

¹⁴ Rep. U. S. Com. of Edu., 1892-93, I, p. 522.

man "mind-stuff" then as now. Can the leopard change his spots, or the Ethiopian, his skin? Years and experience have not dulled but have rather sharpened German traits and characteristics. The ideals of Germany, commercial, social, educational, political, are all the same because they are all only tones of one pre-eminent and predominant note—"Deutschland Uber Alles." They always have been, they always will be as long as autocracy and "Kultur" reign. How rudimentary, how elemental, how primal, how undeveloped and stunted is and must ever remain a civilization built upon a national ideal so circumscribed, so lacking in possibilities for individual differences and spontaneous variations. How far-reaching and how fundamental is the difference between a national ideal like this and the full, free, fertile, potential ideal of American democracy.

Fundamentally America has about the same ideals in education, politics, social virtues, etc., that it had twenty-five years ago, only they are much clearer and have a broader sweep and application. Is it too much to say that Germany, too, has much the same ideals she had twenty-five years ago, only they are much clearer now to the world and have reached out to touch with blasting hand a much broader sweep of territory? Shall we exchange the one for the other or shall we hold to the heritage of our fathers? The answer is not yet.

THE TEACHER'S CHANCE TO SERVE

By E. C. BRANSON

GREEN-CHEESE DWELLERS

Washington Irving tells us in his history of Manhattan that the inhabitants of the Green-Cheese planet once upon a time essayed a journey to the earth on hippogriffs. Which is greatly to the credit of the green-cheese dwellers in twilight times. The mud-planet was doubtless in need of them.

But isn't it time that teachers were setting out on a similar journey? Isn't it time we were setting our feet firmly on what Dame Partington called terra cotta? In all its eons of history this old earth was never before so near going up in flames; never so greatly in need of fire brigades.

Isn't it time that teachers ceased to be what the average man properly calls mere teachers, innocently or ignorantly aloof from the world of men and events and affairs—aside and apart from the tremendous issues of a time like this?

The day is at hand when we need to be the best possible teachers, but also to be teacher-citizen-patriots, full-blooded, full-statured citizens and patriots as well

as teachers. Mere teachers are now neither flesh nor fowl nor good red herring. They are neither masculine nor feminine. They belong to the common gender—or the neuter gender, say. They are a sort of tertium quid; what George Cram calls the great American third sex.

Shall we always be deficient in the instincts, interests and activities of vital citizenship? Must we forever be dwellers on a remote green-cheese planet? Cannot we somehow essay a journey to the earth—now—while Russia collapses, and Italy struggles for existence, and Byng battles like a Titan on the western front, and Belgium, Servia, Poland and Armenia starve and rot? If not, we shall deserve the full measure of scorn that Shaw hurls at us. Those that can, do—and those that can't, teach, said he.

GREEN-CHEESE PROGRAMS

We have been betrayed into this screed by the programs of the teachers in their monthly meetings now-a-days—as they appear in the country press.

Here are two of them—fair samples of the rest, for the most part: "The Teacher's Mastery of the Day's Work; The Elimination of Unnecessary Talking in Imparting Instruction; Saving the Voice of the Teacher and the Ear of the Child; Creating and Perpetuating an Interest in Book Study." Another program reads: "How to Teach Spelling, How to Teach Penmanship, How to Teach Language," and so on and on.

Every item of which is important at ordinary times; but all of which looks piffling at a time like this. Not a hint in these programs of anxiety about the world they live in, no sign of interest in it, or even of awareness. It hardly seems possible, at a time like this—such a time as the world never saw before and which we pray it may never see again! The most tremendous issue that humanity has ever faced finds no place in these programs! Think of that! It is almost unbelievable, but so it is—in the world of dominant teacher concerns! Or so it seems!

Half a hundred years hence, some dry-as-dust antiquarian will unearth one of these programs, and wonder what kind of creatures teachers were in the year 1917. Did they live in a world at war—the greatest war in all history? Were they aware of it, or interested in it, or busy doing their part in it? No hint of it here, he'll say. Setting his spectacles for a closer look, he'll say: Yes, it must be a green-cheese program; how could it be otherwise?

GREEN-CHEESE TEACHERS

The other day we hurried across the country in an automobile in answer to the call of a County Council of Defense to meet the county corps of teachers, to